Implications of Monitoring and Evaluation for Improving School Quality

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ABSTRACT

One of the educational subsystems in schools that has a direct relationship with other educational subsystems is monitoring and evaluation. This literature review aims to analyze the implications of monitoring and evaluation of school quality. The results of monitoring and evaluation consist of data about many aspects such as the state of curriculum implementation, teacher work, student performance, and so on. These data are used as building blocks for program improvement and purification so that student learning outcomes are expected to increase. Student accomplishments and other data are used as building blocks for program enhancement, with the goal of raising the anticipated level of educational quality.

Keyword: *Monitoring; Evaluation; School Quality*

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1. INTRODUCTION

The quality of education is the responsibility of all stakeholders involved in the system operation process. Therefore, the entire educational community (stakeholders), especially teachers, school principals, committees, foundation administrators are required to have concepts and strategies that become school culture to improve the quality of learning. In the concept of education management, increasing the commitment of teaching and education staff to maintain quality at all times (quality assurance) is known as quality management. Quality is a level of quality that meets or can even exceed expectations in maximizing resource utilization. Implementing a "quality improvement culture" requires suggestions that explain indicators for improving work methods and problems related to them. To achieve this condition, monitoring and evaluation efforts are needed in the implementation of quality management. Therefore, monitoring and evaluation practices must be part of the operating procedures of a "quality culture".

2. RESEARCH METHOD

We collected data through literature research during the preparation of this article. Primary data taken from research reports, and journals is used with this method to support and provide information from the articles written. In this case, searching for data via the internet is very important because the data sought must be relevant to the problem and come from a reliable source. Several websites such as Researchgate, Google Scholar, ScienceDirect, and Elsevier can be used to search for related journals. Apart from journals and other libraries, research is also based on books. The keywords used in this literature research are implications, monitoring and evaluation, and school quality.

3. RESULTS AND DISCUSSION
BASIC CONCEPTS OF MONITORING AND EVALUATION

Monitoring and evaluation are not the same. Although the two terms are considered to be similar. In fact, each has a slightly different meaning and focus. The process of routinely collecting data and information to determine the progress of program implementation, providing clues about problems and solutions that implementers and decision makers need to know, but does not provide an assessment of whether the program

is effective and efficient. The focus of attention is part of the program implementation process, which includes decision making, institutional management, and educational activities in schools. Monitoring is carried out to determine the progress of program implementation, obstacles faced, and how these problems can be resolved. In other words, monitoring emphasizes monitoring the program implementation process and providing recommendations to improve/perfect problems that occur (Dit. SLTP Depdiknas, 2002).

Monitoring, according to Government Regulation no. 39 of 2006 (in IPDN, 2011), is an activity intended to track situations or conditions, or certain actions with the aim that any input or information obtained from these observations can be used to make decisions about what actions should be taken next. If observations show that there are things or conditions that are not in accordance with what was originally expected, this action must be taken. To ensure that the program can achieve its goals efficiently and effectively, monitoring is carried out to provide feedback to leaders at all levels.

According to Mudjahudin and Putra (2010), monitoring is the process of measuring, recording, collecting, processing and communicating information to assist the project management decision making process. According to Sudirman (2019), monitoring helps program managers improve operational plans and take corrective action. Indicators can be used to evaluate target achievement, evaluate changes or trends in health status, and compare levels of achievement between project environments or workplaces.

Therefore, monitoring is a component of the data and information collection process with the aim of assessing the results produced consistently, objectively, increasing effectiveness and efficiency. Programs or activities that are based on previously planned units of objectives and activities. An additional goal is to ensure that work continues to proceed correctly and to notify management of errors or deviations that occur in the field.

The main purpose of monitoring is to track and check a running process to get feedback and correct errors. The purpose of monitoring is to collect related data, then analyze or examine it to make decisions. The following are several monitoring objectives, according to William N. Dunn (1994). a. Conformity is the determination of policies in accordance with established procedures and standards; b. Auditing is determining the source of services that are right on target; c. Accounting is the determination of public policy after socio-economic changes that have occurred; and D. Explanation is an explanation of the results of a policy to the public that is not in accordance with its objectives.

Monitoring is closely related to evaluation because evaluation requires monitoring results to determine how the contribution of ongoing programs is assessed. Evaluation is the process of determining the level of success of implementing activities that have been programmed. Meanwhile, educational program evaluation is an effort to monitor, guarantee and determine the quality of education for various aspects in each pathway, level and type of education. This is done as a way to take responsibility for the provision of education.

As we know, the educational process in schools always involves an evaluation element. However, these elements cannot always meet overall school goals, especially in terms of improvement and development. Many factors contribute to the role of evaluation in improving school programs, one of which is the meaning of the concept of evaluation itself.

Through practice many definitions of evaluation have been produced. On this occasion, evaluation is defined as follows: efforts to monitor, guarantee and determine the quality of education in various aspects in each pathway, level and type of education are carried out as a way to be responsible for the implementation of education. Therefore, it is very important to understand that the purpose of evaluation is to improve rather than prove (Stuff Lebeam, 1971). This framework of thinking shows that there is a close relationship between the value given to schools and the quality of education provided.

Program evaluation is a unit or group of activities that aims to collect information about the realization or implementation of a policy. This occurs continuously and occurs in an organization that involves a group of people for decision making (Rusydi Ananda, 2017).

Evaluation of educational programs, which is an important component of teaching or education. The educational program evaluation process consists of 3 stages, namely evaluation preparation, evaluation implementation, and evaluation supervision. The preparation stages include creating an evaluation design, creating an evaluation instrument, validation, determining the sample size, and equalizing perceptions between evaluators. Program evaluation can be carried out using various methods, such as tests, observations, questionnaires, interviews, and analysis of documents and artifacts (Fazli A., 2023).

Evaluation of educational programs is a process for monitoring, ensuring, and setting quality standards. informing people about the various elements of education in each pathway, level and type of education as a way to be responsible for the provision of education according to Ibom Nasution, 2022.

Evaluation of educational programs is a decision-making process in the field of education or anything related to education. Decisions are made after data or information collection activities. This enables leaders to create policies for programs that are being developed or implemented. To make decisions about education,

everyone involved needs complete and accurate information. Through evaluation is a way to get this information.

MONITORING AND EVALUATION GOALS AND OBJECTIVES

The evaluators believe that their findings will benefit educational staff in making better decisions compared to no assessment activities. Therefore, according to Oteng Sutisna (1993), educational evaluation has the following objectives: a. Creates a basis for consideration at the end of a work period; b. Guarantee effective and efficient work methods; c. Increase teachers' and parents' confidence in teaching; and D. Increase teacher and parent awareness of teaching.

Meanwhile, the purpose of monitoring and evaluation activities is to determine: (1) progress in implementing plans and programs, (2) identify challenges, and (3) provide input to improve programs that have been implemented in schools.

Education faces many problems, including various types of educational activities. and education system. However, educational efforts are efforts carried out deliberately to obtain results such as knowledge, skills and attitudes (Suharsimi Arikunto, 1988). Therefore, Nana Sudjana (1989) and Nuhi Nasution (1978) stated that the scope of educational monitoring and evaluation includes monitoring and assessing program design, program implementation procedures, and program results. Furthermore, the Ministry of Finance (1985) explains the elements that are monitored and evaluated from program planning, program implementation, and results, which cover various aspects. This includes academics or teaching, general school activities (such as new student admissions, educational calendars, transfers, exams), school staff, school facilities and infrastructure, school administration, financing, management, and school relations with other organizations and the community.

Program evaluation is carried out to find out whether the program objectives have been achieved or not. The results of program evaluation are also used as a basis for decision making or follow-up activities according to Rusydi Ananda (2017).

According to Suharto, the purpose of monitoring and evaluation is to find out whether the program has run as expected and to find out good recommendations for use. Although the purpose of evaluation is to find out how far the program has achieved its goals and how the program has had an impact (Suharto, 2010).

MONITORING AND EALUATION AS AN INTEGRAL PART OF EDUCATION IN SCHOOLS

In education management, monitoring and evaluation (ME) is very important at the micro (school), meso (district/city education service, provincial education service) and macro (ministerial) levels as an integral part.

Monitoring is a process for collecting information about the implementation of School Based Management. Therefore, the focus of monitoring is the implementation of SBM, not the results. Precisely, attention is concentrated on parts of the School-Based Management process, including institutional management, programs, decision making, and teaching and learning processes. Because evaluation is a process for collecting data about the results of School-Based Management, the focus of evaluation is on the results of School-Based Management, which are then compared with the objectives that have been set. The purpose of Monitoring and Evaluation in School-Based Management is to collect data for use in decision making. Monitoring results can be used to provide input (feedback) to improve management implementation

School Based. On the other hand, evaluation results can provide information that can be used to provide input on all SBM components, including context, input, process, output and results. evaluation and monitoring will be used.

Question	Monitoring	Evaluation
When is it done?	Continuously-throughout the life of the project/program	Occasionally-before implementation, Mid-term, at the end or beyond the project/program period
What is measured?	Efficiency-use of inputs, activities, outputs, assumptions	Effectiveness, longer-term impact and sustainability- achievement of purpose and goal and unplanned change
Who is involved?	Staff within the agency (internal staff)	In most cases, external bodies or agencies are engaged in the evaluation
Sources of Information	Internal documents, e.g. monthly or quarterly reports, work and travel logs, minutes of meetings	Internal and external documents, e.g. consultant's reports, annual reports, national statistics
Who uses the results?	Managers and project/program staff	Managers, staff, funding agency (e.g. CDC) beneficiaries, other agencies
How are results used?	To make minor changes	To make major changes in policy, strategy and future work

Monitoring and evaluation are important components of educational management. At the micro, or school level, monitoring is a process for gathering information about the implementation of School Based Management. Therefore, the focus of monitoring is on implementation, not on results. In contrast, the focus of monitoring is on components of the School Based Management process related to the implementation of school management. Because evaluation is a process for gathering information about results, the focus of evaluation is school results. Next, this result data is compared with the goals that have been set to get the best results. Human resource development depends on the quality of education. This is vital for national development as it helps build a strong economy and a strong society for the future.

Figure 5.1: Planning, monitoring and evaluation cycle[41]

All stakeholders in the school environment participate in designing the school program or school framework and this is outlined in the school plan which is then monitored in the implementation of the program that has been designed and carried out an evaluation at the end of the program that has been implemented.

DIRECTIONS OF EDUCATIONAL MONITORING AND EVALUATION

Monitoring aims to obtain feedback about ongoing program needs to determine differences between planned and targeted needs. By recognizing these needs, program implementation can use feedback to make adjustments. Requirements can include things like cost, time, personnel, and tools, etc. Program feedback will be used to improve and adjust parts that are not working well. If circumstances warrant, scenario changes can be made and management processes can be used to ensure program success. Meanwhile, the purpose of evaluation is to obtain appropriate information to be used in making decisions about program planning, program input components, program implementation that produces activities, and output regarding the results and impacts of activities. Evaluation also determines what can be improved on the same program periodically.

The evaluation stage is closely related to monitoring activities because this stage allows the evaluation stage to use the data provided by the monitoring stage. Evaluation must be an integral part of activity planning for the activity to be considered complete. One of the purposes of evaluation is to monitor and control how goals are achieved. Information about scores and evaluations provides an idea of the benefits of the policy. Interpretation, scoring, and assessment are terms that are close to evaluation. "What difference does that make?" can be answered through evaluation (William N. Dunn, 2000).

Education as a means of forming Indonesian people who have unique and special characteristics in accordance with Law no. 20 of 2003 concerning the National Education System, monitoring and evaluation can be focused on the following two things:

Orientation to the Intrinsic Value of Education

Education aims to produce Indonesian people who are faithful and devout. towards God Almighty, have noble character, have knowledge (cognitive), attitudes (affective) and skills (psychomotor), have physical and spiritual health, have a firm and independent personality, and have a high sense of social responsibility.

Some people believe that the main subjects at school are intellectual or cognitive, while things such as emotions, morality, religion and aesthetic aspects are not of interest to him. If the elements can be divided

into separate parts, this is acceptable. However, those who are educated are whole humans, and these fields are interconnected and cannot be separated. Therefore, monitoring and evaluation must cover all aspects of personality, not just one.

In recent years, CE Beeby (1979:126) reported that educational evaluation procedures in Indonesia were solely aimed at successfully continuing to a higher level, namely to university, but could not make conclusions about the achievements of a student who had studied for two years. twelve years. Furthermore, he stated that evaluations like this narrow the attention of teachers and students only to studies that are successful in entering college. This situation became worse when the policy of admitting new students without tests at several universities emerged, which gave rise to a national controversy about "gaming" the numbers in report cards.

Even though it is true that at a macro level, evaluation results are used to measure the level of organizational success, the situation that occurs is actually far from that hope. One teacher (Suparman, 1991:59) lamented that the current evaluation system focuses mostly on examining individual differences between different students by looking only at certain aspects of each field of study. In conditions as mentioned above, there is no relationship between assessment and implementation of the curriculum or school education system. As a result, proportional reinterpretation of the concept of monitoring and evaluation is an alternative for changing the way of monitoring and evaluating education at the school level in Indonesia

Orientation to External Quality

In this case, the success of the educational program is the qualification of graduation ability. It is not only the school that determines its graduates, but also how its graduates are viewed in society and by people who will be directly or indirectly impacted by the educational program. So, if we want to fix college graduates in certain study programs, as is often reported in the media, we have to know who is actually interested and cares about that study program first. Therefore, graduates from this study program fulfill their needs (Subiono, 1991:2).

Quoting again from Beeby's review (1979: 126) that the practice of monitoring and evaluating education in Indonesia makes learning more difficult in practical skills and even though the Ministry of National Education has changed the curriculum.

Therefore, whether or not graduates of an educational program are relevant is not decided only by people within the institution, such as teachers and school principals, but also by parties who have an interest in the educational program. The fact that there are external parties who influence the success of the educational process and student graduation rates has laid the foundation for continuous improvement and development of programs carried out on the basis of their own awareness and initiative (Depdikbud, 1984:23).

There are external factors that influence educational success and graduation as a basis for continuous program improvement and development which is implemented through individual awareness and effort (Depdikbud, 1984:23). Field data shows that there is a tendency for educational monitoring and evaluation to focus directly on practical values. Some people make the "judgment" that good schools enable students to get jobs quickly because they have practical skills. Even in this situation, people have switched to educating their children in educational institutions rather than continuing their education to a higher level.

According to the perspective above, monitoring and evaluating school education only uses pragmatic values. Nonetheless, many individuals—including parents, the educational community, and even some experts and policymakers—are driven by the currents of the job market. This current forms a particular conception of education and the meaning contained therein. Then a debate emerged about education: education as a basic human need (individual liberation) and market-oriented education. Let us think about how educational monitoring and evaluation functions in the context of the situations mentioned above. Jahja Umar's recommendation (1992) should be an alternative that can fulfill the concept of education (National Education System Law): evaluation based on the results achieved by individuals and institutions and evaluation based on relevance (community needs).

THE RELATIONSHIP OF MONITORING AND EVALUATION RESULTS TO IMPROVING THE QUALITY OF EDUCATION

Lawmakers often see significant efforts to improve the quality of education. through providing complete facilities, updating the curriculum, or constructing adequate buildings, but it is often forgotten that the most important part of the education management process is monitoring and evaluation.

At the beginning it was stated that the results of monitoring and evaluation can be used to improve and perfect the program. Apart from that, this information can be used for certification, selection, improvement, promotion, as well as being responsible for implementation to interested parties (Jahja Umar, 1992: 12).

Currently, monitoring and evaluation is only related to each student's academic achievement, which is measured by numbers. In fact, improvements are only used for micro purposes, such as improving teaching methods or developing teaching materials (Cece Hernia'wan, 1990).

The following diagram shows the relationship between monitoring and evaluation and the quality of education:
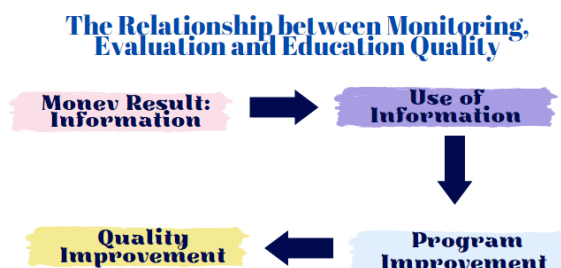

Figure 2. Relationship between Monitoring, Evaluation and Education Quality

The chart above shows that the results of monitoring and evaluation are data information related to various things, such as curriculum, teachers, student achievement, etc. As mentioned previously, this data information is also used for various purposes, including improving and perfecting programs to improve the quality of education and hopefully develop. Based on the statement above, it is clear that information can be used to identify elements that influence improving the quality of education. Therefore, it is important for us to consider the criteria that distinguish quality and non-quality schools, compiled from the perspective of several experts (Engkoswara, Yahya Umar, LIPI):

To obtain accurate, appropriate and relevant information through monitoring and evaluation, it is necessary to create monitoring and evaluation instruments to improve school quality to be more effective. The role of several elements such as instruments and school principals who carry out monitoring and evaluation, elements that are monitored and evaluated, and situations during monitoring and evaluation also need to be considered to improve school quality to be even better.

Good quality provision	Poor quality provision
Economical in terms of time and money	Wasteful in terms of resources such as time, money and teacher enthusiasm
Carefully researched, in terms of teacher needs	Insufficient planning and tailoring to teacher Needs
Well-presented, preferably by a teacher or a cutting-edge research scientist with relevant teaching experience	Poor presentation skills; presenter not familiar with current classroom practices or curriculum content
Giving plenty of fresh, relevant information	Duplicated or irrelevant information
Offering opportunities during the day for reflection upon what was being learnt	Overloading teachers with information; teachers unclear about quality and relevance of information to them
Likely to have immediate impact upon	Unclear or dubious relevance to classroom

4.   CONCLUSION

Based on the description above, monitoring is very closely related to evaluation because evaluation requires monitoring results to determine how the contribution of the ongoing program is assessed. Evaluation is the process of determining the level of success of implementing activities that have been programmed. Meanwhile, educational program evaluation is an effort to monitor, guarantee and determine the quality of education for various aspects in each pathway, level and type of education. This is done as a way to take responsibility for the provision of education. Information obtained from monitoring and evaluation results is used to improve the quality of education to be better so that it will produce output that is acceptable to the community and capable

of being competitive. To improve the quality of education, it must involve all existing stakeholders and requires maximum cooperation and support.

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